

**Wisconsin Knowledge and Concepts Examinations
Criterion-Referenced Test**

Released Item Book

Reading

Grade

10



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Wisconsin Knowledge and Concepts Examinations—Criterion-Referenced Test
(WKCE-CRT)

Released Item Book

What are released items?

The items in this book are actual items from the fall 2005 state assessment, the Wisconsin Knowledge and Concepts Examinations—Criterion-Referenced Test (WKCE-CRT). These items will not be used again on the state assessment and may, therefore, be used in Wisconsin for professional development, improving instruction, and student practice. The items in this book illustrate the formats and kinds of items that students will encounter on the WKCE-CRT.

How do I use this book?

Professional Development

Released items are useful as educators engage in conversations about what students are expected to know and be able to do to demonstrate proficiency on the state assessments relative to the state model academic standards. Released items can inform discussions about state and local standards, curriculum, instruction, and assessment.

Improving Instruction

Teachers may use released items in classroom activities that help students understand how to:

- solve problems
- determine which answer choices are correct, which are incorrect, and why
- respond to constructed response items with complete, thoughtful answers
- approach long and/or multi-step tasks
- use good test-taking strategies.

Student Practice

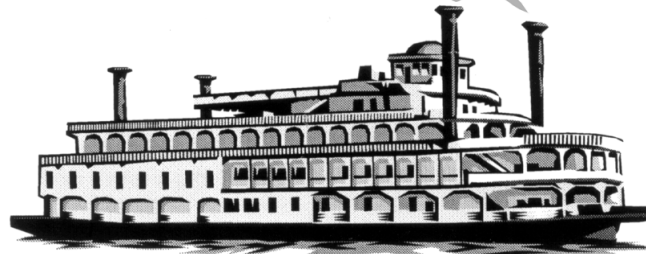
Students may perform better and with less anxiety if they are familiar with the format of the test and with the types of items they will be required to answer. See the accompanying guide for instructions on administering the released item book as a practice test and for the answer key. Note that a student's score on the practice test cannot be converted to a scale score, used to predict performance on the operational WKCE-CRT, or used to make inferences about the student's learning.

Directions

Read this advertisement. Then answer Numbers 1 through 5.

Cruze to the Blues!

**Class of 2006 Summer Trip
June 10-12**



Steam Dream Blues Boat!

A weekend of music with **Fat Traks**,
winner of the Star Award for Best
Blues Album!

Seniors and Friends:

Let's Cruise!

3 days, 2 nights on the Steam
Dream Blues Boat from St. Louis
to New Orleans!

Book now, before our special \$750
weekend travel offer * steams away!

Call 1-800-555-BLUE for reservations
& discount information **

* \$750 travel fee includes stateroom and all meals with one day and one
night in New Orleans! Last day to book is April 15, 2006. Airfare not included.

** Large group discounts available for 20 or more!

Fat Traks



**Concert
of the
Century!**



Tour 2000 calls this
“the coolest trip of
the season!”

Manufacturer's Coupon

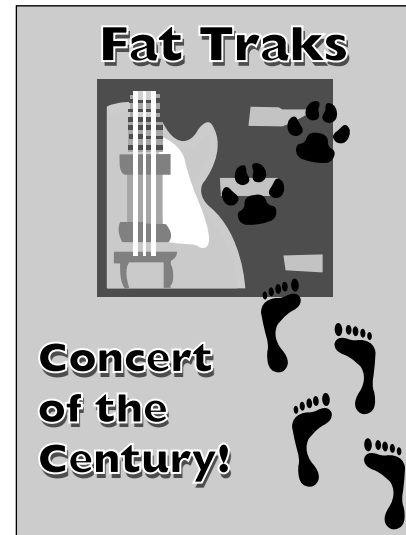


Expiration July 15, 2006

**30% off DVD or
Videocassette!**

**30% off
Fat Traks Concert
"Live in New Orleans"
DVD or Videocassette*
Proof of ticket purchase necessary**

*Good only at participating dealers and only for high school seniors
who sign up for **Cruze to the Blues** by April 13, 2006.



"Cruze to the Blues!" copyright © 2005 by CTB/McGraw-Hill LLC. All rights reserved.

1 The advertisement is trying to create a
tone of

- Ⓐ mystery
- Ⓑ adventure
- Ⓒ ironic humor
- Ⓓ lighthearted fun

2 The "Cruze to the Blues" offer includes
all of these except

- Ⓐ airfare to St. Louis
- Ⓑ meals in New Orleans
- Ⓒ an invitation to bring friends along
- Ⓓ a discount for a group of 25
students



3 The manufacturer's coupon accompanying the cruise announcement suggests that students

- Ⓐ buy a DVD player
- Ⓑ give the coupon to a friend
- Ⓒ use the coupon at any music store
- Ⓓ sign up for the trip before April 13

4 Which of these tries to influence readers by using the testimony of an authority?

- Ⓐ Concert of the Century!
- Ⓑ Seniors and Friends: Let's Cruise!
- Ⓒ Tour 2000 calls this "the coolest trip of the season!"
- Ⓓ Book now, before our special \$750 weekend travel offer steams away!

5 Which of these would probably be least useful in evaluating the advertisement's claim that this is "the coolest trip of the season"?

- Ⓐ questioning people connected with Tour 2000
- Ⓑ listening to the Fat Traks award-winning album
- Ⓒ discussing the trip with friends who are first learning of the trip
- Ⓓ talking with people who have taken trips on the Steam Dream Blues Boat

Directions

Read the passage “The Appalachians.” Then answer Numbers 6 through 11.

The Appalachians

by Bill Bryson

Once, aeons ago, the Appalachians were of a scale and majesty to rival the Himalayas—piercing, snow-peaked, pushing breathtakingly through the clouds to heights of four miles or more. New Hampshire’s Mount Washington is still an imposing presence, but the stony mass that rises from the New England woods today represents, at most, the stubby bottom one-third of what was ten million years ago.

That the Appalachian Mountains present so much more modest an aspect today is because they have had so much time in which to wear away. The Appalachians are immensely old—older than the oceans and continents (at least in their present configurations), far, far older than most other mountain chains, older indeed than almost all other landscape features on earth. When simple plants colonized the land and the first creatures crawled gasping from the sea, the Appalachians were there to greet them.

Something over a billion years ago, the continents of earth were a single mass called Pangaea surrounded by the lonely Panthalassan Sea. Then some unexplained turmoil within the earth’s mantle caused the land to break apart and drift off as vast asymmetrical chunks. From time to time over the ages since—three times at least—the continents

have held a kind of grand reunion, floating back to some central spot and bumping together with slow but crushing force. It was during the third of these collisions, starting about 470 million years ago, that the Appalachians were first pushed up (like a rucked¹ carpet, as the analogy nearly always has it). Four hundred seventy million years is a span pretty well beyond grasping, but if you can imagine flying backwards through time at the rate of one year per second, it would take you about sixteen years to cover such a period. It’s a long time.

The continents didn’t just move in and out from each other in some kind of grand slow-motion square dance but spun in lazy circles, changed their orientation, went on cruises to the tropics and poles, made friends with smaller land masses, and brought them home. Florida once belonged to Africa. A corner of Staten Island is, geologically, part of Europe. The seaboard from New England up to Canada appears to have originated in Morocco. Parts of Greenland, Ireland, Scotland, and Scandinavia have the same rocks as the eastern United States—are, in effect, ruptured outposts of the Appalachians. There are even suggestions that mountains as far south as the Shackleton Range in Antarctica may be fragments of the Appalachian family.

¹rucked: folded; creased; wrinkled

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6 What is the main idea of the passage?

- Ⓐ All continents were once part of a single land mass.
- Ⓑ The Appalachians have changed a great deal over time.
- Ⓒ At one time, the Appalachians were the highest mountains on earth.
- Ⓓ Collisions between drifting continents helped form the earth's mountain ranges.

7 Read this sentence from the passage.

New Hampshire's Mount Washington is still an imposing presence, but the stony mass that rises from the New England woods today represents, at most, the stubby bottom one-third of what was ten million years ago.

In this context, the word imposing means

- Ⓐ decaying
- Ⓑ growing
- Ⓒ impressive
- Ⓓ inconvenient

8 According to the passage, about how old are the Appalachians?

- Ⓐ over a billion years old
- Ⓑ about 10 million years old
- Ⓒ several thousand years old
- Ⓓ about 470 million years old

9 According to the passage, the Appalachians were formed by

- Ⓐ a collision among the continents
- Ⓑ a volcanic eruption in New England
- Ⓒ the breakup of the landmass Pangaea
- Ⓓ some unexplained turmoil within the earth's mantle

10 What characteristic of the Appalachians does the author emphasize the most?

- Ⓐ their age
- Ⓑ their location
- Ⓒ their uniqueness
- Ⓓ their ruggedness

11 Which sentence best expresses the main idea of the fourth paragraph?

- Ⓐ The continents are moving faster than most people think.
- Ⓑ Old parts of the Appalachians can be found in many remote places.
- Ⓒ The landmasses of the earth are made up of fragments of the United States.
- Ⓓ Many of the earth's geographical features have changed locations over time.

Directions

Read the passage “Trumpeter Swan.” Then answer Numbers 12 through 19.

Trumpeter Swan

Description

The Trumpeter Swan is the largest waterfowl species native to North America. Most Trumpeters weigh 21–30 pounds, although large males may exceed 35 pounds. The male is called a cob; the female is called a pen. With a wingspan over 7 feet, these snow-white birds are truly spectacular. Standing on the ground, an adult Trumpeter stands about 4 feet high.

Trumpeters have broad, flat bills with fine tooth-like serrations¹ along the edges that strain water when the birds eat aquatic vegetation. Their long necks allow them to uproot plants in 4 feet of water. Trumpeters are often confused with the far more common Tundra Swan (formerly Whistling Swan, *Cygnus columbianus*), the only other native swan that occurs regularly in North America. Tundra Swans can be seen in the upper Midwest during spring and fall migration.

Observers have described the Trumpeter’s call as resonant,² deep and loud,

sonorous,³ and trumpet-like. Hence the bird’s name: Trumpeter Swan.

A swan in its first year is called a juvenile or cygnet. Juvenile Trumpeter and Tundra Swans are grayish. Tundra cygnets are more silver gray than the darker Trumpeter cygnets, which are sooty gray

in the head and neck areas. Swan cygnets do not become all white until about a year old. In their first summer, Trumpeter and Tundra Swan cygnets have pink bills with black tips. The bills turn all black during the first winter.

Status and Distribution

Trumpeter Swans were once fairly common throughout most of the northern United States and Canada. Market hunting and the millinery⁴ trade rapidly depleted nesting populations during the 19th century. By 1900, it was widely believed that the species had become extinct. Fortunately, a small nonmigratory population survived in the remote mountain valleys of Montana, Idaho, and Wyoming.

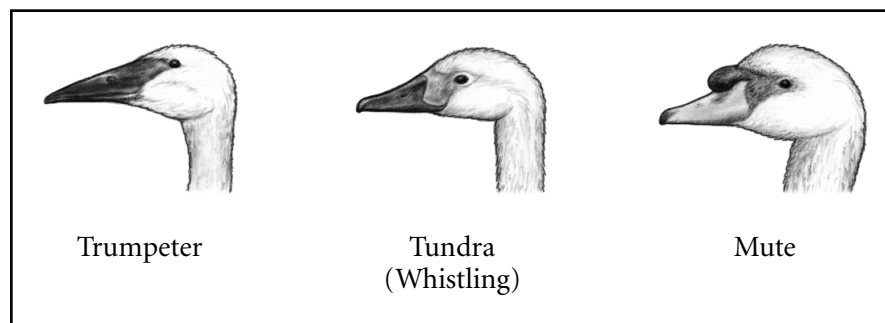
Once considered for federal “endangered” status, the Trumpeter is not officially listed as threatened or endangered. In the Midwest, however, it is

actually more rare than the threatened Bald Eagle. It has no official state status in Midwestern states, except in Wisconsin, where it is listed as an

endangered species, and in Michigan, where it is a threatened species.

Breeding Biology

Trumpeter Swans may form pair bonds as early as their second winter and some may nest for the first time at age three years. Most Trumpeters, however,



¹serrations: sawlike notches

²resonant: echoing; resounding

³sonorous: full, deep, or rich in quality

⁴millinery: the business of making hats



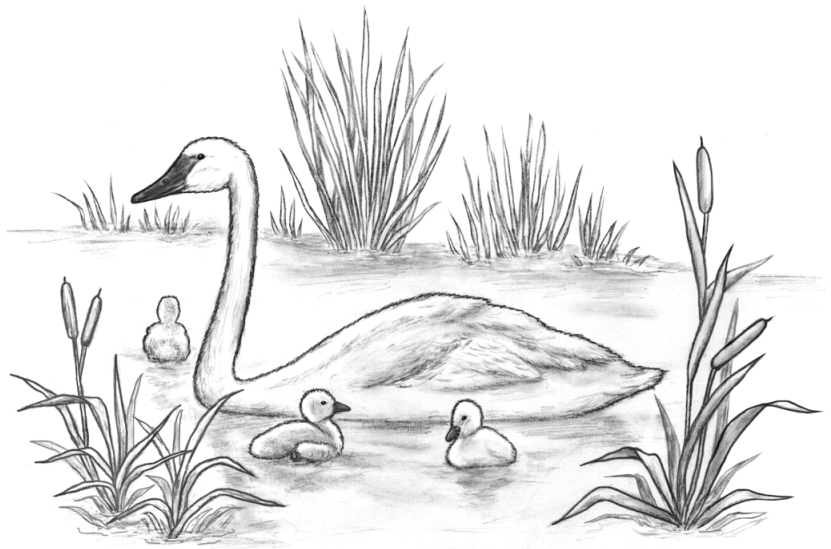
don't nest until they are four to six years old. Trumpeter Swans mate for life and may live for 20 to 30 years. If one member of a pair dies, the survivor finds another mate.

Swans usually form pair bonds where they spend the winter. Pairs may select a nesting area near where the pen hatched. The pen chooses the specific nesting area and the cob defends it, sometimes joined by the pen. If a pair spends at least two summers at the same nesting location, it will form an almost unbreakable attachment to the site.

Nest building begins in mid-April and may take up to two weeks. Beginning in late April to early May, the pen lays one off-white egg about $4\frac{1}{2}$ inches long and 3 inches wide every other day until a clutch of five to nine eggs is complete. Once all eggs have been laid, the pen incubates the eggs and the cob protects the nest against all intruders. When the cygnets hatch in June, they weigh about 7 ounces. After a day or two, they take to the water to feed on insects and other aquatic invertebrates. For the first several weeks, a cygnet may concentrate on this protein-rich food source to support its rapid growth. At early stages cygnets may gain 20% of their body weight every day.

By the time the cygnets are four to six weeks old they are feeding on aquatic vegetation, using their bills to uproot plants as their parents do. The cygnets grow rapidly. At six weeks, the belly, breast, and cheek are fully feathered. By seven weeks, cygnets have most neck and crown feathers. Cygnets have little down left at eight weeks and are fully feathered by nine to ten weeks though they are unable to fly until about 15 weeks of age. At 15 weeks the cygnets weigh about 20 pounds. Their growth rate exceeds a pound a week!

The first flights in late September are typically short. Daily practice prepares the cygnets to migrate with their parents just before freeze-up to wintering areas. Cygnets will remain with their parents during



winter and migrate north with them. Then the parents drive them away. By this time the cygnets are about one year old. They remain together in sibling groups until about two years of age when they, too, begin to seek mates and a new life in a remote marsh.

Midwest Restoration Programs

Wisconsin, Minnesota, and Michigan are attempting to reestablish Trumpeter Swans by rearing cygnets in captivity. After two years, unrelated birds are paired and released at selected wetlands. Birds are retained in captivity for two years because it is believed that the first two years of a cygnet's life are the most difficult to survive. Released birds typically "imprint" on the release area; that is, they will most likely return to that area to nest at age four years.

The Wisconsin Department of Natural Resources (WDNR) began their Trumpeter Swan recovery program in 1987 in cooperation with the Milwaukee County Zoo, the Wisconsin Metro Audubon Society, and the MDNR (Minnesota Department of Natural Resources). The goal of the WDNR recovery program: to achieve a population of at least 20 breeding and migratory pairs by the year 2000.

Excerpts and illustrations from "Trumpeter Swan" from <http://dnr.wi.gov/org/land/er/factsheets/birds/swan.htm>, copyright © 2000 by Wisconsin Department of Natural Resources.

12 The Trumpeter Swan gets its name from its

- Ⓐ loud call
- Ⓑ broad bill
- Ⓒ great height
- Ⓓ brilliant color

13 Read this sentence from the passage.

Market hunting and the millinery trade rapidly depleted nesting populations during the 19th century.

What does depleted mean in this sentence?

- Ⓐ discovered
- Ⓑ exterminated
- Ⓒ reduced
- Ⓓ relocated

14 Which of these best explains how the graphics are an aid to the text?

- Ⓐ They prove that the Trumpeter is a superior swan.
- Ⓑ They provide basic information about the Trumpeter.
- Ⓒ They suggest the ways in which Trumpeters are like humans.
- Ⓓ They show why the Trumpeter should be classified as “endangered.”

15 How are some Midwestern states trying to reestablish the Trumpeter Swan population?

- Ⓐ by protesting the hunting of Trumpeters for the millinery trade
- Ⓑ by demanding that Trumpeters remain on all “endangered” lists
- Ⓒ by prohibiting regional zoos from releasing Trumpeters to the wild
- Ⓓ by raising Trumpeters in captivity during the first two years of their lives



16 The author presents the information mainly through the effective use of

- Ⓐ colorful language
- Ⓑ simple descriptions
- Ⓒ emotional arguments
- Ⓓ informational graphics

17 How is the Trumpeter Swan's bill specially adapted for feeding in water?

- Ⓐ The toothlike edges help to filter food.
- Ⓑ The flat shape helps to scoop up small fish.
- Ⓒ The sharp point helps to dig up aquatic plants.
- Ⓓ The small teeth inside help to grind vegetation.

18 How does the organization of the article help the reader?

- Ⓐ It states the problem and several possible solutions.
- Ⓑ It follows the chronology of a Trumpeter Swan's life.
- Ⓒ It divides the information into smaller sections by topic.
- Ⓓ It presents information from most important to least important.

19

Explain the reasons for the decline and the survival of the Trumpeter Swan population during the 19th century and what efforts are being made to increase its population today. Be sure to thoroughly support your answer using details and examples from the passage. Write your answer on the lines below.

STOP 

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Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent